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Introduction to the Need to Appreciate the Built Heritage

COTAC Insight 1



COTAC Insight 1:

Introduction to the Need to Appreciate the Built Heritage

Council on Training in Architectural Conservation (COTAC)

COTAC originated in 1959 in response to the need for training resources for practitioners in the repair and conservation of historic churches. Since its inception the Charity has consistently worked to lift standards across the UK's conservation, repair, and maintenance (CRM) sector. This has involved working in partnership with national agencies, professional and standard setting bodies, educational establishments, and vocational training interests.

In the context of COTAC's integrated *Understanding Conservation School* initiative, the ICOMOS Guidelines play a central role in spanning across various interests; in support of which COTAC has developed an integrated suite of learning support materials. This includes Insight 1's approach in the '*Need to Appreciate the Built Heritage*', whilst Insight 2 explores the core material in addressing the '*Need to be Aware of the Built Heritage*' by individually considering each of the 14 ICOMOS Education and Training Guidelines.

Devised with an integrated *COTAC Understanding Conservation School Structure*, both Insight 1 and Insight 2 (together with subsequent Insight publications) aim to underpin the next level of learning in the '*Need to be Skilled in*' through pursuing the related *Understanding Conservation 5-Unit* content.

For ease of use and study, illustrative references within the pdf related publications are index colour coded: Insight 1 (and additional support material) - Green; Insight 2 - Orange; Understanding Conservation - Light Blue; and www.cotac.global CPD materials - Mid Blue.

COTAC's intention being that this freely accessible incremental on-line learning material, of which the Insight 1 and Insight 2 content is central, also aims to aid potential applicants, across all disciplines, build up their knowledge base in support of their personal conservation accreditation applications. This includes entry levels applications where these are part of some of the formal professional body schemes.

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COTAC Insight 1 Learning Intentions and Approach

in furtherance of COTAC's Educational Aims and Objectives, the "COTAC Learning" intentions offered through *Insight 1* and its *Insight Series* will be of value to a wide range of interested parties, including students, the public; and those crafts, trades and professionals who wish to gain a greater "Appreciation" of practical building conservation matters, their associated challenges and working practices. The freely available, downloadable pdf "*Insight Series*" of educational and training materials accessible through the www.cotac.global website aims to underpin, expand upon and support the sister website <http://www.understandingconservation.org>. The material has been compiled and is offered under COTAC's overarching *Understanding Conservation School* initiative. To ensure consistency in the developmental approach, all strands of material across the *Insight Series* are integrated, having been based upon, or linked to, the universally adopted *ICOMOS Education and Training Guidelines*.



Westminster, London © Ingval Maxwell

Much can be gained from looking at what buildings, sites and structures reveal about how they were constructed, the materials that were used and how they have performed over time. *Insight 1 Need to Appreciate the Built Heritage* Units 1 to 5 aim to introduce a range of associated issues under the following headings:

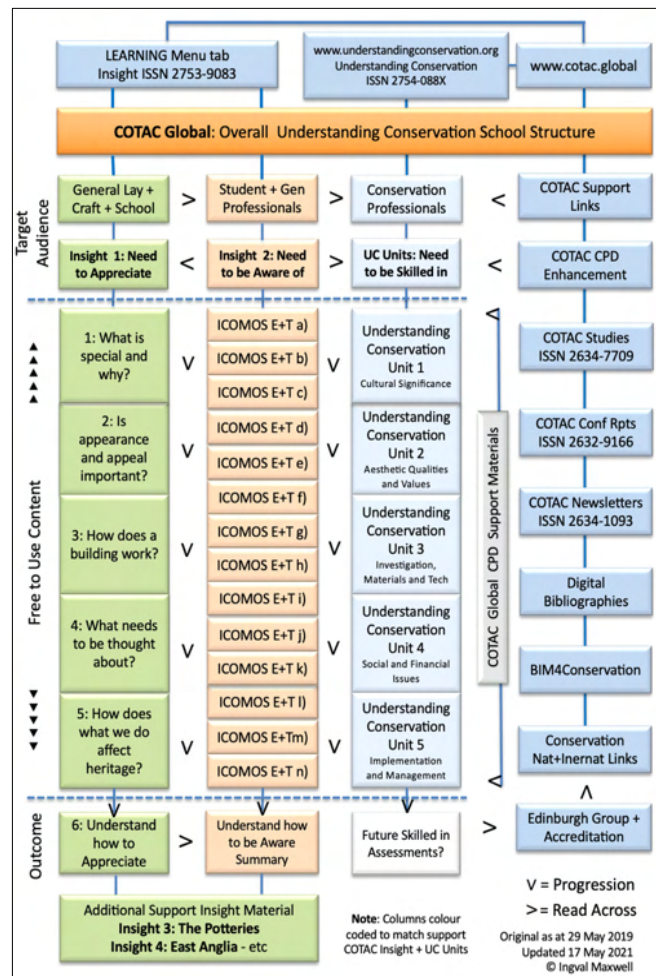
<i>Insight 1 Unit 1</i>	<i>What is special and why?</i>
<i>Insight 1 Unit 2</i>	<i>Is appearance and appeal important?</i>
<i>Insight 1 Unit 3</i>	<i>How does a building work?</i>
<i>Insight 1 Unit 4</i>	<i>What needs to be thought about?</i>
<i>Insight 1 Unit 5</i>	<i>How does what we do affect heritage?</i>

These *Insight 1* Units have been compiled in accordance with the COTAC Understanding Conservation School Structure

Revealing the COTAC Understanding Conservation School Structure

The diagram opposite illustrates the overall integrated approach that has been adopted by COTAC in compiling and offering this Learning material. Aimed at creating, through its website, an acknowledgment of architectural conservation matters. It does so through three strands of related information (as indicated in the four-column diagram) where the various COTAC publication Series (offered in PDF format) can be identified by their ISSN number.

This introduction concentrates on explaining what is offered by the *Insight 1 the Need to Appreciate the Built Heritage* content (ISSN 2753-9083). In doing so it is hoped that a basic understanding of knowledge develops that can be enhanced when combined with *Insight 2 Need to be Aware of the Built Heritage* in a progression towards the *Understanding Conservation* aim of the *Need to be Skilled in the Built Heritage* matters



In support of these overall intentions, the fourth column illustrates the other ISSN Series of COTAC support materials. These are aimed at enhancing the *Need to be Skilled in* approach. This material includes various *Studies* (ISSN 2634-7709), *Conference Reports* (ISSN 2632-9166) and *Newsletters* (ISSN 2634-1093). In addition, Bibliographic information is also offered should users wish to source additional related knowledge



Central Station, Antwerp. Frieze detail © Ingval Maxwell

COTAC Insight 1: The Need to Appreciate the Built Heritage

The following are a brief precis of the five individual Units of Insight 1.

The Insight 1 Series of Units 1 to 5, plus supplementary Unit 6, and its Annex, have been compiled for COTAC in furtherance of its Educational Aims and Objectives. The target audience covers a wide age range of cohorts including students, the public, crafts, trades, and early-stage professionals who wish to gain an appreciation of practical heritage conservation challenges, the work and the philosophy which underpins that. Each Unit 1 to 5 Learning Handbook is supported by an introductory Image Set of 24 named illustrations. All are freely available in a downloadable pdf format.

From a 'Users' perspective, the focus of Insight 1's Units 1 to 5 is to help create a basic comprehension of what defines the built heritage by informing readers and users about *Appreciating* it. The underlying aim being to help facilitate its on-going sustainable use whilst it continues to offer a tangible physical record of our past. Insight 1 offers a collated presentation of information suitable for all age-groups. Numerous illustrations in five *Image Sets* have been incorporated that show a wide range of locations in support of the *Learning Handbook* texts. Contemporary examples are included to offer a broad relevance for the Unit intentions. Read-time to become familiar with each *Learning Handbook* intention is approximately 20 - 30 minutes, and each concludes with a series of *Unit Questions* and *Unit Answers*, which are incorporated within the texts.

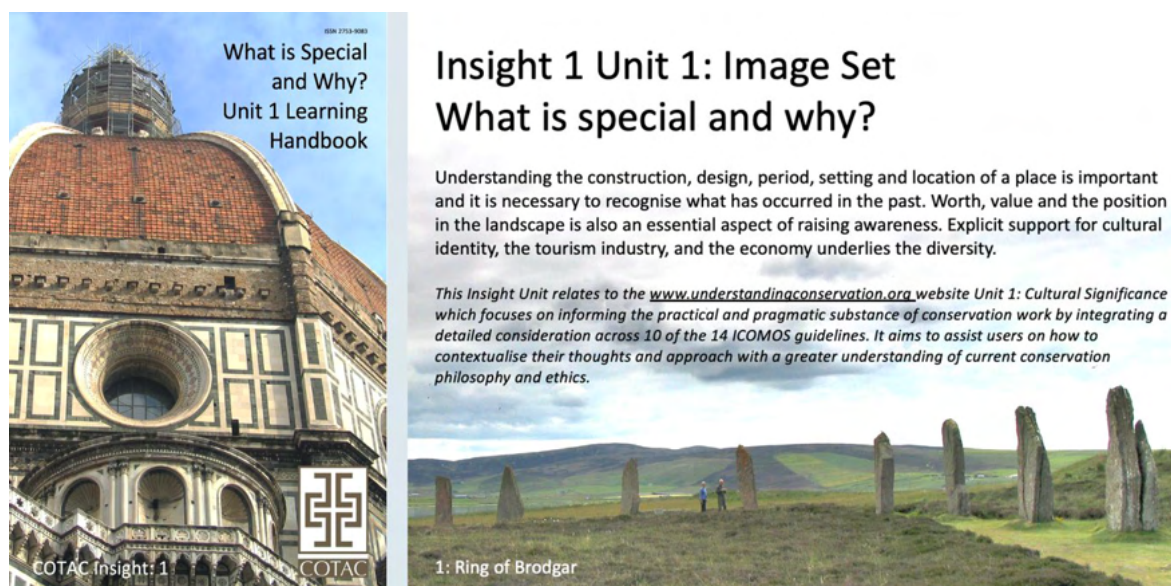
The Learning Unit Handbooks' progressive aim is to encourage a developing respect for the past via an *Appreciation* of its values and its future. From Unit 1, each *Learning Handbook*, and their associated *Image Set*, leads into the next Unit whilst remaining a comprehensive stand-alone component. Collectively, the full set of Units reflect on the history, developments and influences that have created societies' build heritage, covering local, national, and international levels of interest.



Helsinki Restaurant, Finland © Ingval Maxwell

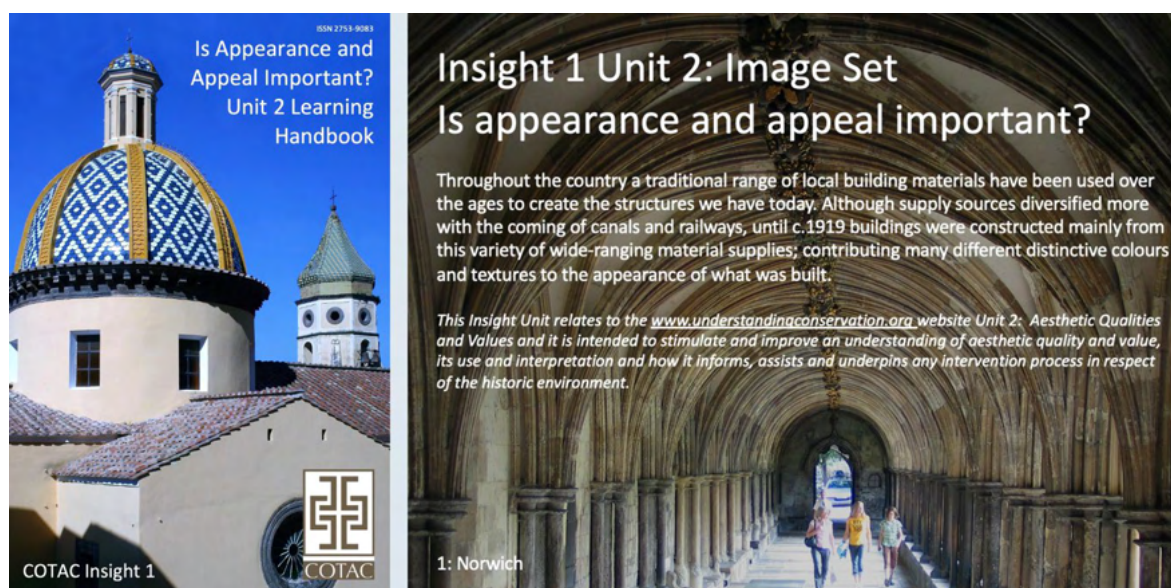
Insight 1 Unit 1 Learning Handbook + Image Set: What is Special and Why?

Understanding construction, design, period, setting, and location is important and necessary to be able to recognise what had occurred in the past. Significance, value, and position in the landscape are essential aspects of a complete understanding of Worth. Support for cultural identity, the tourism industry and the economy is facilitated by the diversity and continuity of the Heritage.



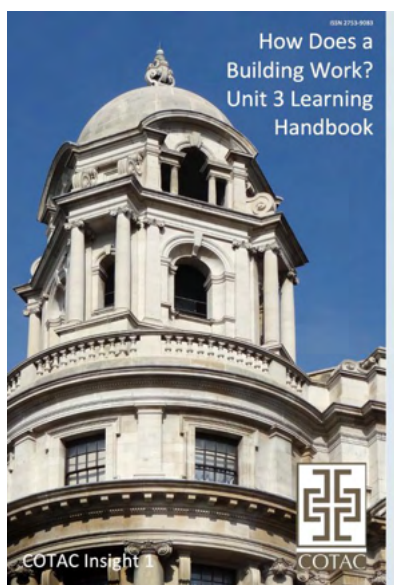
Insight 1 Unit 2 Learning Handbook + Image Set: Is Appearance and Appeal Important?

A range of traditional and locally available materials have been used historically to create the structures that exist today. A much greater variety of materials became available with the coming of the canals and railways. Until ca.1919, buildings were, in the main, constructed from this variety of wide-ranging material supplies. These materials contribute to many different distinctive colours and textures affecting how buildings looked.



Insight 1 Unit 3 Learning Handbook + Image Set: How Does a Building Work?

A building must withstand a lot of physical abuse during its lifetime of use and through poor or minimal maintenance. The effects of weather can also play a large part in the destruction of its architecture and detail by breaking down the material from which it is built. This generates a need to understand how it was first built alongside what has happened to it since and resulting from various and progressive changes.



Insight 1 Unit 3: Image Set How does a building work?

A building has to withstand much physical punishment during its lifetime in use and through lack of maintenance. The effects of the weather can also play a large part in the destruction of its architecture and detail by breaking down the materials from which it was built. This requires an understanding of how it was constructed and what has since happened through changes it has experienced.

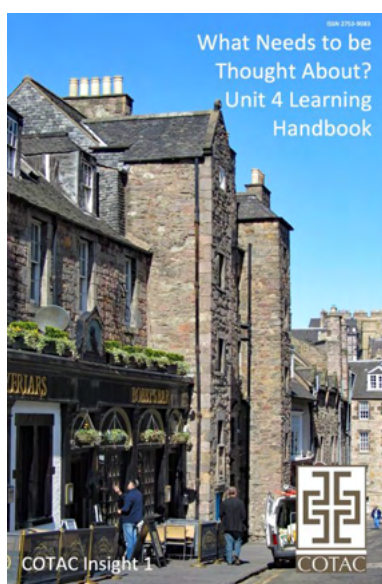
The Insight Unit relates to the www.understandingconservation.org Unit3: Investigation, materials and technology to offer pointers as to how such investigations might be structured and what needs to be covered.

1: Stanley Mills



Insight 1 Unit 4 Learning Handbook + Image Set: What Needs to be Thought About?

Important heritage buildings and sites can be formally identified, recognised, and classified in a variety of ways. Determining the needs of buildings and sites within a system of tiered value is essential: It is important to recognise that different conditions and considerations will apply to their future wellbeing.



Insight 1 Unit 4: Image Set What needs to be thought about?

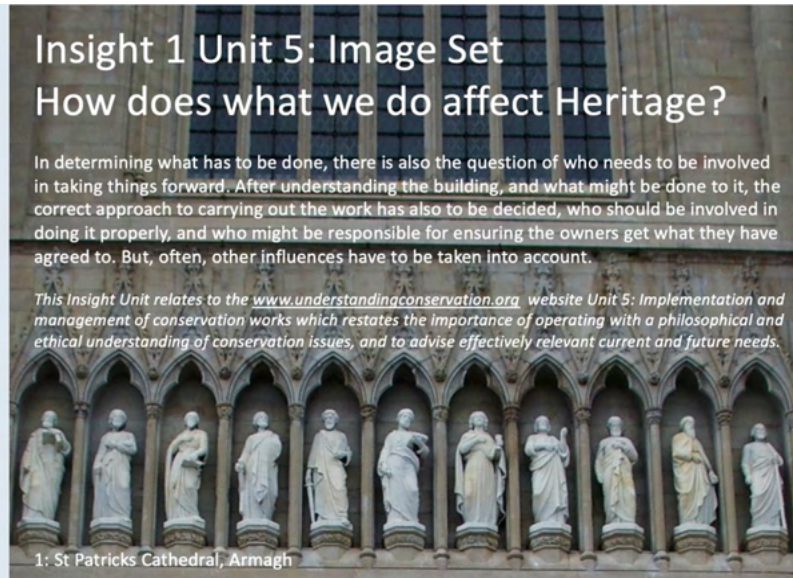
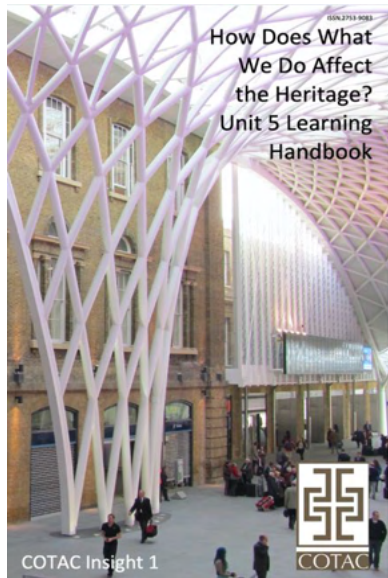
Important buildings and sites can be formally identified and recognised in a variety of ways. They can be classified through a graded system of World Heritage Sites, Scheduled Ancient Monuments, Listed Buildings, Conservation Areas, Designed Gardens and Landscapes, Shipwrecks and Battlefields. Determining what the needs are of these labels is essential. Although it is important to recognise that different conditions and considerations may apply, there is also the need to acknowledge that building not so formally identified may also have exactly the same physical issues to deal with.

This Insight Unit relates to the www.understandingconservation.org website Unit 4: Social and financial issues: This Unit enhances the understanding developed in the previous three Units and contextualises that with the recognition of reaching a satisfactory conclusion with all the pertinent parties.



Insight 1 Unit 5 Learning Handbook + Image Set: How Does What We Do Affect the Heritage?

In determining what must be done, the question arises as to who needs to be involved in taking matters forward. Following on from gaining a comprehensive understanding of the building an appropriate and correct method of carrying out the proposed work needs to be determined - who should be involved in doing it properly and who should be responsible for ensuring that owners get what they have agreed to, all within budget and subject to necessary approvals.



Facadism in progress, Ghent © Ingval Maxwell

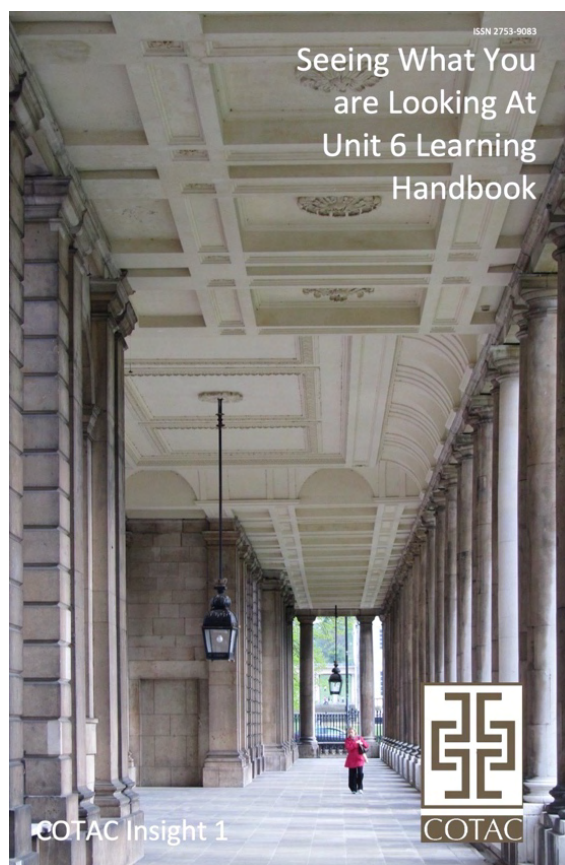
Insight 1 Unit 6: Incorporating Units 1 -5 Image Sets

Relating specifically to the previous five Insight 1 Units and their associated Image Sets each set of 24 illustrations which should be viewed and used in conjunction with the contents of this Unit 6 Learning Handbook offering further context to the captions and where additional considerations will require thought. The numerous illustrations have been incorporated to offer interest and appreciation of a large range of examples. They scope over local, national, and international buildings and locations, supporting Units 1-5 text at a human interaction and scale, aiming to reveal related community and/or social values. These illustrations should be considered as integral components of Unit 6. Contemporary examples are included to offer broader relevance.

Each Image-related caption below has been developed from the specific content of the previous five Insight 1 Units. These images offer a holistic approach and have been chosen to help encourage an up-take of additional visual information: This information is either contained in or related to each individual image. The images' intention is to extend an ability to read, use and interpret knowledge gained: In some situations, additional independent on-line research might be required to identify a variety of external sources and help clarify why a particular consideration has been highlighted.

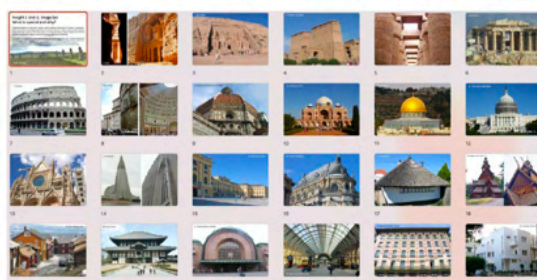
Insight 1 Unit 6 Learning Handbook: Seeing What You Are Looking At

Much can be gained from a scrutiny of what the building, site or structure can reveal about how it was constructed, its materials, and how they have performed in use. Interpreting the available information requires an ability to 'read' what is being viewed leading to a greater understanding and appreciation.



Insight 1 Unit 1: Refer to and View Full Page Image Set *What is Special and Why?*

Refer to and View Unit 1 Full page PDF Image Set when studying the captions and additional considerations set out below. Virtually all locations have web page information that can also be searched and accessed. (Click on the thumbnail set to establish link).



No.	Image Caption Context	Additional Considerations
1	Ring of Brodgar, Orkney: Part of a World Heritage Site (WHS)	Only part of the site's ground cover has been controlled for visitor access to help protect underlying archaeology
2	Petra, Jordan: Initial surprise on arrival is followed by wonder - how did they do it? (WHS)	The entire monument is carved into the solid rock face of the canyon with great skill involved in setting out the shape and sculpting the form
3	Abu Simbel, Egypt: So special it had to be cut apart, relocated and reconstructed 60 m above the original location (WHS)	Its original location was to be flooded when Lake Nasser was created behind a new dam at Aswan on the River Nile. Located in the middle of the desert considerable planning and logistics was required for this costly project
4	Temple of Isis Philae, Egypt: An amazing size of a structure which has also to be saved from the Aswan Dam construction (WHS)	The sloping or 'battered' shape of the pylons, or gateway towers, adds strength and stability. A modern version of pylons exists at Brunel's Clifton Suspension Bridge, Bristol
5	Temple of Karnak, Egypt: large stone lintels on columns create internal spaces - this form of construction is known as trabeated (WHS)	Modern infilled mortar patches represent missing pieces that are recessed from the original surface to avoid deception

Insight 1 *Unit 6 Learning Handbook* adopts and offers a different approach from the previous Insight 1 Units 1 to 5 by exploring how supplementary information can be gleaned from the *Units 1 to 5 Image Set* illustrations. Unit 6 explores how this supplementary information might be obtained from each *Image Set* by offering pointers in tabulated form. Here, each of the named 24 images in the set have been provided with an *Image Caption* to place it in context and some *Additional Considerations*, in note form, all as illustrated by the page extract above.

It is suggested that users initially adopt a full-page viewing of the *Units 1 to 5 Image Sets* as much is potentially revealed about how subject, building, site or structure was constructed, its use of materials and how they have performed in use. Interpreting this illustrative information requires an ability to ‘*read what is being looked at*’ assisting in achieving a greater understanding and appreciation of what is shown.

It is recommended that *Unit 6* is best approached after working through the previous *Units 1 to 5 Learning Handbooks*, which, individually, may take up to 30 minutes to fully assimilate. The basic issues covered are the need to establish:

- Why the building is special - in terms of its Worth and how to explain that Worth to others
- What it is constructed from, how it was built and by whom it was built
- How it is deteriorating and how this might be affecting its Worth
- What needs to be done to protect its Worth
- How will what we want to do it affect its Worth



Waterhouse Square, London © Ingval Maxwell